



OnTarget
EdTech Tennessee Online Technology Evaluation System

E-TOTE

<http://tn.ontargetus.com>

Tennessee DISTRICT Account Profile Information

1. Please provide, verify and/or amend the following general information about your district in each text box.	
District:	
Street:	
City:	
State:	
Zip:	
Phone:	
Fax:	
Technology Coordinator's Name	
Technology Coordinator's Email	

2. Is the "technology coordinator" position a full-time technology position?

☐ Yes

☐ No

3. Network and Internet Access	
<input type="checkbox"/>	System relies totally on the ConnectTEN internet backbone to carry internet to each school building
<input type="checkbox"/>	System relies only on the ConnectTEN internet backbone to carry internet to a single egress point
<input type="checkbox"/>	System does not utilize the ConnectTEN internet backbone

Technology Support

- Although some technical support and training may be provided at schools by teachers receiving an additional stipend, exclude these from your answer to these questions. (You may include the technology coordinator(s) in these counts.)

Number of technology technicians on district payroll (in full-time equivalents)	
Number of technology integration trainers on district payroll (in full-time equivalents)	

Web Presence

1. What is the URL for your district home page ?

2. Does your district have a district web master?

- ☐ Yes, full-time
- ☐ Yes, only part-time
- ☐ No, but we subcontract out the web design work
- ☐ No

3a. Does your district have its own web server?

- ☐ Yes
- ☐ No

3b. If yes, does, or will your district web server host pages for individual schools within your system?

- ☐ Yes
- ☐ No

Email

1. What kind of email service is available to your teachers and administrators?

- ☐ State email network (Ten-Nash)
- ☐ District email server
- ☐ Both

2. What is your district policy regarding student email accounts?

- ☐ Not allowed to use email at school
- ☐ Is provided by the district email system
- ☐ Students permitted to use free Web based email

Tennessee School Account Profile Information

Account Profile

Please provide, verify and/or amend the following general information about your school in each text box.	
District Name:	
District Number:	
School Name:	
School Number:	
Street:	
City:	
State:	
Zip:	
Phone:	
Fax:	
Principal's Name	
Principal's Email	
School Web Site	
Person Completing Survey:	
Name:	
Position:	
Email:	

Profile Information

1.1 School Information

1. Please type in the total numbers within your school for the following. (A "computer lab" is a schoolroom having 10 or more stationary computers. The room is available for student or rotating class but is not assigned as a regular classroom on your school schedule. It is not the library, although it may be adjacent to the library.)

Students:	
Teachers:	
Classrooms:	
Computer Labs:	

2. What grades are taught at this school? (Check all that apply)

<input type="checkbox"/> PK	<input type="checkbox"/> 4	<input type="checkbox"/> 9
<input type="checkbox"/> K	<input type="checkbox"/> 5	<input type="checkbox"/> 10
<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input type="checkbox"/> 11
<input type="checkbox"/> 2	<input type="checkbox"/> 7	<input type="checkbox"/> 12
<input type="checkbox"/> 3	<input type="checkbox"/> 8	<input type="checkbox"/> Ungraded

1.2 Special Program Information

If applicable, indicate special programs in your school that may impact this technology data.

- ☐ Vocational Education
 - ☐ Special Education
 - ☐ Alternative Education
 - ☐ Grants
 - ☐ Title I school or receives Title I targeted assistance
 - ☐ No Special Programs
 - ☐ Other (Specify)
-

Tennessee STaR Chart

For each of the four key areas in the STaR Chart, a series of 5-6 indicators is provided for you to use to indicate your school's Level of Progress (1-4). It is possible that your school may have indicators in more than one Level of Progress. However, select the one Level of Progress that best describes your campus for each indicator.

2.1 Teaching and Learning

A. Impact of Technology on Teacher Role and Collaborative Learning.(select the best description)

<input type="radio"/>	1.	Teacher-centered lectures. Students use technology to work on individual projects.
<input type="radio"/>	2.	Teacher-directed learning. Students use technology for cooperative projects in their own classroom
<input type="radio"/>	3.	Teacher facilitated learning. Students use technology to create communities of inquiry within their own community
<input type="radio"/>	4.	Teacher as facilitator, mentor, and co-learner. Student-centered learning, teacher as mentor/facilitator with national /international business, industry, university communities of learning

B. Patterns of Teacher Use of Technology (select the best description)

<input type="radio"/>	1.	Use technology as a supplement.
<input type="radio"/>	2.	Use technology to streamline administrative functions (i.e., gradebook, attendance, word processing, E-mail, etc.)
<input type="radio"/>	3.	Use technology for research, lesson planning, multimedia and graphical presentations and simulations, and to correspond with experts, peers, and parents
<input type="radio"/>	4.	Integration of evolving technologies transforms the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity and content production

C. Frequency/ Design of Instructional Setting Using Digital Content (select the best description)

<input type="checkbox"/>	1.	Occasional computer use in library or computer lab setting
<input type="checkbox"/>	2.	Regular weekly computer use to supplement classroom instruction, primarily in lab and library settings
<input type="checkbox"/>	3.	Regular weekly technology use for integrated curriculum activities utilizing various instructional settings (i.e., classroom computers, libraries, labs, and portable technologies)
<input type="checkbox"/>	4.	Students have on-demand access to all appropriate technologies to complete activities that have been seamlessly integrated into all core curriculum areas

D. Curriculum Areas (select the best description)

<input type="checkbox"/>	1.	No technology use or integration occurring in the core curriculum subject areas
<input type="checkbox"/>	2.	Use of technology is minimal in core curriculum subject areas
<input type="checkbox"/>	3.	Technology is integrated into core subject areas, and activities are separated by subject and grade
<input type="checkbox"/>	4.	Technology is integral to all subject areas

E. Technology Applications Assessment. (select the best description)

<input type="checkbox"/>	1.	Campuses that serve grades K-8: Within each grade level cluster (K-2, 3-5, 6-8), some but not all Technology standards are met. High School Campuses: At least 4 Technology Applications courses offered
<input type="checkbox"/>	2.	Campuses that serve grades K-8: Within each grade level cluster (K-2, 3-5, 6-8), most Technology standards are met. High School Campuses: At least 4 Technology Applications courses offered and at least 2 taught
<input type="checkbox"/>	3.	Campuses that serve grades K-8: Within each grade level cluster (K-2, 3-5, 6-8), all Technology standards are met. Grade-level benchmarks (K-8) are established. High School Campuses: At least 4 Technology Applications courses offered and at least 4 taught
<input type="checkbox"/>	4.	Campuses that serve grades K-8: Within each grade level cluster (K-2, 3-5, 6-8), all Technology standards are met. Grade-level benchmarks (K-8) are met. High School Campuses: All Technology Applications courses offered with a minimum of 4 taught, or included as new courses developed as local elective or included as independent study course

F. Patterns of Student Use of Technology.(select the best description)

<input type="checkbox"/>	1.	Students occasionally use software applications and/or use tutorial software for drill and practice
<input type="checkbox"/>	2.	Students regularly use technology on an individual basis to access electronic information and for communication and presentation projects
<input type="checkbox"/>	3.	Students work with peers and experts to evaluate information, analyze data and content in order to problem solve. Students select appropriate technology tools to convey knowledge and skills learned
<input type="checkbox"/>	4.	Students work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems. Students communicate effectively with a variety of audiences

2.2 Educator Preparation and Development

G. Content of Training.(select the best description)

<input type="checkbox"/>	1.	Technology literacy skills including multimedia and the Internet
<input type="checkbox"/>	2.	Use of technology in administrative tasks and classroom management; use of Internet curriculum resources
<input type="checkbox"/>	3.	Integration of technology into teaching and learning; regularly uses internet curriculum resources to enrich instruction
<input type="checkbox"/>	4.	Regular creation and communication of new technology-supported, learner-centered projects; vertical alignment of all Technology Application curriculum standards; anytime anywhere use of Internet curriculum resources by entire school community.

H. Capabilities of Educators.(select the best description)

<input type="checkbox"/>	1.	10% meet ISTE technology proficiencies and implement in the classroom
<input type="checkbox"/>	2.	40% meet ISTE technology proficiencies and implement in the classroom
<input type="checkbox"/>	3.	60% meet ISTE technology proficiencies and implement in the classroom
<input type="checkbox"/>	4.	100% meet ISTE technology proficiencies and implement in the classroom

I. Leadership Capabilities of Administrators.(select the best description)

<input type="checkbox"/>	1.	Recognizes benefits of technology in instruction; minimal personal use
<input type="checkbox"/>	2.	Expects teachers to use technology for administrative and classroom management tasks; uses technology in some aspects of daily work
<input type="checkbox"/>	3.	Recognizes and identifies exemplary use of technology in instruction; models use of technology in daily work
<input type="checkbox"/>	4.	Ensures integration of appropriate technologies to maximize learning and teaching; involves and educates the school community around issues of technology integration

J. Models of Professional Development.(select the best description)

<input type="checkbox"/>	1.	Whole group
<input type="checkbox"/>	2.	Whole group, with follow-up to facilitate implementation
<input type="checkbox"/>	3.	Long term and ongoing professional development; involvement in a developmental/ improvement process
<input type="checkbox"/>	4.	Creates communities of inquiry and knowledge building; anytime learning available through a variety of delivery systems; individually guided activities

K. Levels of Understanding and Patterns of Use.(select the best description)

<input type="checkbox"/>	1.	Most at entry or adoption stage (Students learning to use technology; teachers use technology to support traditional instruction)
<input type="checkbox"/>	2.	Most at adaptation stage (Technology used to enrich curriculum; Most beginning to use with students)
<input type="checkbox"/>	3.	Most at appropriation stage (Technology is integrated, used for its unique capabilities)
<input type="checkbox"/>	4.	Most at invention stage (Teachers discover and accept new uses for technology)

L. Technology Budget Allocated to Technology Professional Development.(select the best description)

<input type="checkbox"/>	1.	5% or less
<input type="checkbox"/>	2.	6-24%
<input type="checkbox"/>	3.	25-29%
<input type="checkbox"/>	4.	30% or more

2.3 Administration and Support Services

M. Vision and Planning.(select the best description)

<input type="checkbox"/>	1.	No campus technology plan; technology used mainly for administrative tasks such as word processing, budgeting, attendance, gradebooks
<input type="checkbox"/>	2.	Campus technology plan aligns with the TN Long Range Technology Plan; integrated into district plan; used for internal planning, budgeting, and applying for external funding and discounts. Teachers/administrators have a vision for technology use for direct instruction and some student use
<input type="checkbox"/>	3.	In addition to the above, the campus technology plan is approved by the board and supported by Director of Schools. Campus plan collaboratively developed, guiding policy and practice; regularly updated. Campus plan addresses technology application essential knowledge and skills and higher order teaching and learning. Administrators use technology tools for planning
<input type="checkbox"/>	4.	In addition to the above, the campus technology plan is actively supported by the board. Campus plan is collaboratively developed, guiding policy and practice; updated at least annually. The campus plan is focused on student success; based on needs, research, proven teaching and learning principles. Administrators use technology tools for planning and decision making

N. Technical Support.(select the best description)

<input type="checkbox"/>	1.	No technical support on-site; technical support call-in; response time greater than 24 hours
<input type="checkbox"/>	2.	At least one technical staff to 750 computers. Centrally deployed technical support call-in; response time less than 24 hours
<input type="checkbox"/>	3.	At least one technical staff to 500 computers. Central technology support using remote management software tools. Centrally deployed and minimal campus-based technical support on-site; response time is less than 8 hours
<input type="checkbox"/>	4.	At least one technical staff to 350 computers; centrally deployed and dedicated campus-based. Central technology support use remote management software tools. Technical support on-site; response time is less than 4 hours

O. Instructional and Administrative Staffing.(select the best description)

<input type="checkbox"/>	1.	No full time dedicated district level Technology Coordinator. Campus educator serving as local technical support
<input type="checkbox"/>	2.	Full-time district level Technology Coordinator/Assistant Superintendent for Technology. Centrally located instructional technology staff; one for every 5,000 students. Additional staff as needed, such as trainer, webmaster, network administrator
<input type="checkbox"/>	3.	Full-time district level Technology Coordinator/Assistant Superintendent for Technology. Centrally located instructional technology staff; one for every 1,000 students. Additional staff as needed
<input type="checkbox"/>	4.	Full-time district level Technology Coordinator/Assistant Superintendent for Technology. Dedicated campus-based instructional technology support staff-one per campus plus one for every 1,000 students. Additional staff as needed

P. Budget.(select the best description of how your school spends its technology budget)

<input type="checkbox"/>	1.	Campus budget for hardware and software purchases and professional development
<input type="checkbox"/>	2.	Campus budget for hardware and software purchases and professional development, minimal staffing support, and some ongoing costs
<input type="checkbox"/>	3.	Campus budget for hardware and software purchases and professional development, adequate staffing support, and ongoing costs
<input type="checkbox"/>	4.	Campus budget for hardware and software purchases, sufficient staffing support, costs for professional development, facilities and other ongoing costs. Appropriate budget to support the district technology plan

Q. Funding.(select the best description of the source of your school technology funding)

<input type="checkbox"/>	1.	Local fundraisers only
<input type="checkbox"/>	2.	Fundraisers and minimum grants/minimal local funding
<input type="checkbox"/>	3.	Grants, E-Rate discounts applied to technology budget, locally supplemented through tax dollars
<input type="checkbox"/>	4.	Other competitive grants, E-Rate discounts, locally supplemented through tax dollars. Other state and federal programs directed to support technology funding, bond funds, business partnerships, donations, foundations, and other local funds designated for technology

2.4 Infrastructure for Technology

R. Students per Computer.(select the best description)

<input type="checkbox"/>	1.	Ten or more students per Internet-connected multimedia computer. Refresh cycle established by district/campus for every 6 or more years
<input type="checkbox"/>	2.	Between 5 and 9 students per Internet-connected multimedia computer. Refresh cycle established by district/campus is every 5 years
<input type="checkbox"/>	3.	Four or less students per Internet-connected multimedia computer. Replacement cycle established by district/campus is every 4 years
<input type="checkbox"/>	4.	In addition to 4 or less students per Internet-connected multimedia computer, on-demand access for every student. Replacement cycle established by district/campus is 3 or less years

S. Internet Access Connectivity/Speed.(select the best description)

<input type="checkbox"/>	1.	Dial-up connectivity to the Internet available only on a few computers
<input type="checkbox"/>	2.	Direct connectivity to the Internet available at the campus in 50% of the rooms, including the library. Adequate bandwidth to the campus to avoid most delays
<input type="checkbox"/>	3.	Direct connectivity to the Internet in 75% of the rooms, including the library. Adequate bandwidth to each classroom over the local area network (at least 10/100 MB LAN) to avoid most delays. Easy access for students and teachers
<input type="checkbox"/>	4.	Direct connectivity to the Internet in all rooms on all campuses. Adequate bandwidth to each classroom over the local area network (at least 100 MB or fiber network LAN). Easy access for students and teachers including some wireless connectivity

T. Distance Learning.(select the best description)

<input type="checkbox"/>	1.	No Web based/online learning available at the campus. No satellite based learning available at the campus. No two-way interactive video distance learning capabilities available at the campus
<input type="checkbox"/>	2.	Web-based/on-line learning available at the campus. Satellite based learning available at the campus. No two-way interactive video distance learning capabilities available at the campus, but available in the district
<input type="checkbox"/>	3.	Web-based/on-line learning available at the campus. Satellite-based learning available at the campus. Two-way interactive video distance learning capabilities available in at least one classroom
<input type="checkbox"/>	4.	Web-based/on-line learning available at the campus. Satellite-based learning available at the campus. Two-way interactive video distance learning capabilities available at the campus in multiple classrooms

U. LAN/WAN. (select the best description)

<input type="checkbox"/>	1.	Limited print/file sharing network at the campus. Some shared resources available on the campus LAN
<input type="checkbox"/>	2.	Most rooms connected to the LAN/WAN with student access. Minimum 10/100 Cat 5 hubbed network. High-end servers, such as Novell or NT servers, serving some applications
<input type="checkbox"/>	3.	All rooms connected to the LAN/WAN with student access. Minimum 10/100 Cat 5 switched network. High-end servers, such as Novell or NT servers, serving multiple applications
<input type="checkbox"/>	4.	All rooms connected to the WAN sharing multiple district-wide resources. Campus is connected to robust WAN with 100 MB/GB and/or fiber switched network that allows for resources such as, but not limited to, video streaming and desktop videoconferencing. Easy access to network resources for students and teachers, including some wireless connectivity

V. Other Technologies. (select the best description)

<input type="checkbox"/>	1.	Shared use of resources such as, but not limited to, TVs, VCRs, digital cameras, scanners, classrooms sets of programmable calculators
<input type="checkbox"/>	2.	One educator per computer. Shared use of resources such as TVs, VCRs, digital cameras, scanners, digital projectors, and analog video cameras; classrooms sets of programmable calculators
<input type="checkbox"/>	3.	One educator per computer. Dedicated and assigned use of commonly used technologies such as computers with projection devices, TVs, VCRs, programmable calculators assigned to each student, and telephones in each classroom. Shared use of specialized technologies such as digital cameras, scanners, document cameras and projectors, and digital video cameras
<input type="checkbox"/>	4.	One educator per computer. Fully equipped classrooms with all the technology that is available to enhance student instruction readily available including all of the above as well as the use of new and emerging technologies

Equipment Count**3.1 Computer Count**

Using the definitions presented here, complete the table below for the number of computers of each type in each location.

Definitions	
High Capacity:	Pentium III (PCs) or Macintosh G4 or higher
Mid Capacity:	Pentium II or Macintosh G3
Low Capacity:	Thin Client, Pentium, 486 processors or 68040 processors (Macintosh, Centris, Quadra, LC475, LC575, LC 580) that are still in use

Type	Offices	Classrooms	Computer Labs	Library/Media Center	Mobile Computers (Laptops)
High Capacity					
Medium Capacity					
Low Capacity					

3.2 Classroom Computer Access

1. How many classrooms (not including labs or library media centers) have at least one mid- or high-capacity computer connected to the Internet for teacher use? (The computer may be for teacher use only or shared with students)
2. How many classrooms (not including labs or library media centers) have at least one mid- or high-capacity computer connected to the Internet available for student use? (The computer may be for student use only or shared with teacher. Be sure to include in this count any classrooms counted in the item above that have computers shared by teachers and students.)
3. How many classrooms (not including labs or library media centers) have at least 5 mid- or high-capacity computers connected to the Internet available for student use? (Be sure to include those counted in the item directly above.)
4. How many computers in all (in classrooms, labs, libraries, and offices) are connected to the Internet?

3.3 Computer Projection Devices

1. How many classrooms have a computer projection device or LCD Panel connected to an online computer?
2. How many classrooms have a TV of sufficient size for classroom viewing connected to an online computer?
3. How many classrooms have an interactive whiteboard connected to an online computer?
4. How many computer labs (not included in the classrooms reported above) have a computer projection device or LCD panel connected to an online computer?
5. How many computer labs (not included in the classrooms reported above) have a TV of sufficient size for classroom viewing connected to an online computer?
6. How many computer labs (not included in the classrooms reported above) have an interactive whiteboard connected to an online computer?
7. How many traveling computer projection devices do you have (not included in the counts above)?

3.4 Operating System

Which is the dominant Operating System on the classroom computers in your school?

- ☐ Macintosh
- ☐ Windows
- ☐ Both present, but Macintosh predominates
- ☐ Both present, but Windows predominates
- ☐ Other (Specify)

Network Access and Capabilities

4.1 Home School Communication

1. The following types of Home/School communication systems are in place for our school. (Check all that apply)

- ☐ Telephone Homework Hotline
- ☐ Voice Bulletins/Voice Mail
- ☐ School/District Website
- ☐ Email System
- ☐ Other (Specify):

4.2 Wireless/Laptop Computing

1. The following wireless or laptop computing resources are available in our school. (Check all that apply)

- ☐ Laptop computers primarily for administrative use
- ☐ Laptop computers primarily for teacher use
- ☐ Laptop computers primarily for student use
- ☐ Wireless laptop computing
- ☐ No wireless or laptop computing resources available

4.3 After Hours Technology Resources

1. What is the PRIMARY delivery resource available to students or community after school hours? (Choose one answer)

- ☐ Online Internet Resources
- ☐ Interactive Video Courses
- ☐ Teacher Led Courses
- ☐ No After Hours Resources Available
- ☐ Other (Specify):

2. Check any of the technology resources that are available for student or community use after school hours (Check all that apply)

- ☐ Computer Lab
- ☐ Library/Media Center
- ☐ Classrooms
- ☐ Interactive Video Classrooms
- ☐ Laptop Computers For Teacher Check-Out
- ☐ Laptop Computers For Student Check-Out
- ☐ No technology resources available after school hours
- ☐ Other (Specify):

4.4 Home Access to the Internet

1. What percent of the students in your school have access to the Internet in their homes?
%

2. How did you arrive at this percent? (choose one answer)

- ☒ Estimation
- ☐ Survey of Students
- ☐ Survey of Parents/Guardians
- ☐ Other (Specify)

3. What percent of the teachers/staff in your school have access to the Internet in their homes?
%

4. How did you arrive at this percent? (choose one answer)

- ☒ Estimation
- ☐ Survey of Teachers
- ☐ Other (Specify)

Student Technology Literacy

5.1 Whole-School Student Technology Literacy

Consider each of the technology literacy competencies (from ISTE NETS). What percent of all of the students in your school have demonstrated competence in each of the following competencies?

- | | |
|--|---|
| 1. Applying strategies for identifying and solving routine hardware and software problems that occur during everyday use. (TN Standard 4) | % |
| 2. Demonstrating knowledge of current changes in information technologies and the effect those changes have on the workplace and society (TN Standard 1) | % |
| 3. Exhibiting legal and ethical behaviors when using information and technology, and discussing consequences of misuse (TN Standard 2) | % |
| 4. Using content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research (TN Standard 6) | % |
| 5. Applying productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum (TN Standard 5, 6) | % |
| 6. Designing, developing, publishing, and presenting products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom (TN Standard 7) | % |
| 7. Collaborating with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom (TN Standard 3) | % |
| 8. Selecting and using appropriate tools and technology resources to accomplish a variety of tasks and solve problems (TN Standard 5) | % |
| 9. Demonstrating an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving (TN Standard 4) | % |
| 10. Researching and evaluating the accuracy, relevancy, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems (TN Standard 2) | % |
| 11. For the answers provided about whole-school student technology literacy, what was the primary method you used to determine the percentages? (Choose one answer) | |

- ☐ No organized way to ascertain the information
- ☐ Estimates based on teacher informal reporting
- ☐ Student self-reported skills checklist
- ☐ Teacher informal observation using skills checklist
- ☐ Site-developed technology literacy test
- ☐ End-of-course test for technology application class
- ☐ Performance-based authentic assessment (portfolios)

5.2 Eighth Grade Student Technology Literacy

Note: This section applies only if your school has 8th graders according to the school information you provided in section 1.1.

What percent of all of the current eighth grade students in your school have demonstrated competence in each of the competencies.

- | | |
|--|---|
| 1. Applying strategies for identifying and solving routine hardware and software problems that occur during everyday use. (TN Standard 4) | % |
| 2. Demonstrating knowledge of current changes in information technologies and the effect those changes have on the workplace and society (TN Standard 1) | % |
| 3. Exhibiting legal and ethical behaviors when using information and technology, and discussing consequences of misuse (TN Standard 2) | % |
| 4. Using content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research (TN Standard 6) | % |
| 5. Applying productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum (TN Standard 5, 6) | % |
| 6. Designing, developing, publishing, and presenting products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom (TN Standard 7) | % |
| 7. Collaborating with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom (TN Standard 3) | % |
| 8. Selecting and using appropriate tools and technology resources to accomplish a variety of tasks and solve problems (TN Standard 5) | % |
| 9. Demonstrating an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving (TN Standard 4) | % |
| 10. Researching and evaluating the accuracy, relevancy, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems (TN Standard 2) | % |
| 11. For the answers provided about whole-school student technology literacy, what was the primary method you used to determine the percentages? (Choose one answer) | |
| <input type="radio"/> No organized way to ascertain the information | |
| <input type="radio"/> Estimates based on teacher informal reporting | |
| <input type="radio"/> Student self-reported skills checklist | |
| <input type="radio"/> Teacher informal observation using skills checklist | |
| <input type="radio"/> Site-developed technology literacy test | |
| <input type="radio"/> End-of-course test for technology application class | |
| <input type="radio"/> Performance-based authentic assessment (portfolios) | |

Assistive Technologies

6.1 Assistive Technologies

Is assistive technology (e.g. portable word processors and brailers, electronic communication aids for speech or computers with adaptive devices) used by students with disabilities or students with learning difficulties? (choose one answer)

<input type="checkbox"/>	Yes, for both students with disabilities who have an Individualized Education Plan or a 504 Plan and for students who experience difficulties learning but do not receive special education services or support through a 504 Plan
<input type="checkbox"/>	Yes, primarily for students with disabilities who have an Individualized Education Plan or a 504 Plan
<input type="checkbox"/>	No, most teachers are aware of these options but have not been trained how to support students who use the technology
<input type="checkbox"/>	No, most teachers are not aware of these options
<input type="checkbox"/>	No, there is not a clear process in place in our school for obtaining assistive technology
<input type="checkbox"/>	Other (Specify)